DOCUMENT RESUME

ED 179 547 SP 015 284

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TITLE Faculty Development in Health Education.
PUB DATE Nov 79
NOTE 22p.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS College Faculty; Compensation (Remuneration); *Educational Objectives; Faculty Development; *Faculty Evaluation; *Health Education; *Organizational Communication; *Professional Recognition; *Program Administration; Program Design

ABSTRACT

A description is given of the salient factors that should be considered in developing a model program for improvement of college health education faculty. Four major areas critical to this model are identified. First, the overall educational objectives of the institution must be analyzed and understood. Of second importance is the establishment of specific evaluative criteria that may be used as the standard by which faculty members are evaluated in a nonthreatening, supportive way. A reward system, either financial or through other means of recognition of merit, should be instituted as a motivational factor. Sensitive administration of and full communication within the institution are considered essential to the success of such a program. (JD)

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ED179547

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FACULTY DEVELOPMENT
IN
HEALTH EDUCATION

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November 19, 1979

SP015 784

FACULTY DEVELOPMENT IN HEALTH EDUCATION

Throughout much of higher education there has been growing concern with reduction in enrollments, ever increasing numbers of tenured faculty and a consumer orientation by students. As a result, institutions have been forced into bankruptcy, merger, retrenchment, non-reappointment of superior junior faculty, lowering of admissions standards, utilization of employment oriented curricula and faculty development schemes. Some of these have obvious negative connotations while others may indeed strengthen an institution.

It is clear that virtually all segments of colleges and universities can be affected by these concerns and Departments of Health Education or Science are no exception. The purpose of this paper is to suggest a model for continuous faculty development for Departments of Health Education that might ward off some of these problems. This model would hopefully provide superior programs and faculty while at the same time have a positive effect on the overall academic and fiscal integrity of the institution.

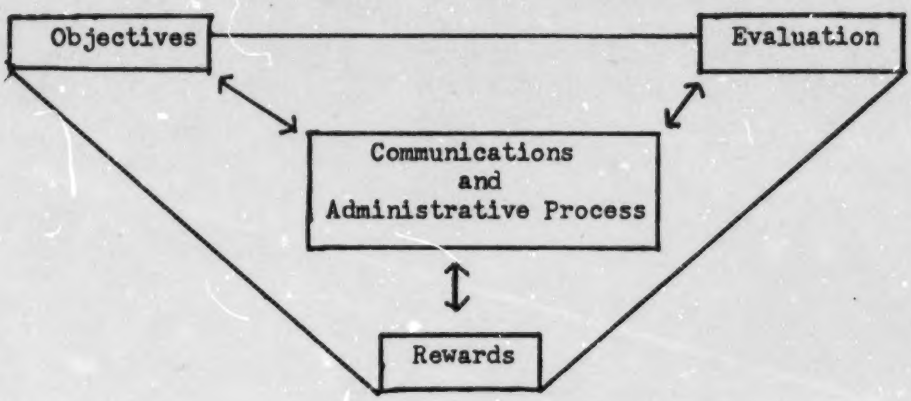
There are four major areas critical to this model.

1. Setting Objectives
2. Evaluation of Faculty
3. The Reward System
4. Communication and Administrative Process

Each of these areas is seen as an interconnecting entity with Communications and Administrative Process being the basic connector (see Diagram I).

Objectives must be set within a temporal, quantitative and qualitative framework so that evaluation can be properly administered and

DIAGRAM I


Objectives
Evaluation
Communications
and
Administrative Process
Rewards

rewards appropriately provided. None of this can be accomplished, however, without an administrative process that is absolutely fair, honest and based on merit. In addition the way by which all of this is communicated must be open, accessible and comprehensive.

SETTING OF OBJECTIVES

Objectives can ordinarily be stated as ultimate, intermediate and immediate. These can be based on a temporal framework, a general to specific framework or a priority framework. For the purposes of this paper the general to specific framework will be assumed although elements of temporality and priority will be evident. Ultimate objectives, therefore, will be those promulgated by the institution itself, intermediate objectives by the sub-units of an institution and immediate objectives by the individual.

Institutional Objectives

Any model for continuous faculty development would logically begin with a clear delineation of the ultimate objectives of the institution. Without these, smaller administrative units and individuals cannot set their own objectives and priorities adequately. The setting of institutional goals must basically stem from any mandates set down by state law, organizational charter or other official document. Following from these requisites, institutional goals can most productively be determined by all components of the institution acting in some cohesive fashion; the Board of Trustees, the President and other administrative officers, deans, departmental chairmen, faculty and students. Input and decisions from all who are interested is

essential for without this it is unlikely that the institutional objectives will be productively utilized by the constituency in setting their individual objectives.

One important element relating to institutional objectives should be their continued evaluation. Individuals should also be queried on a periodic basis to determine if and how these objectives are reflected in their own work. In addition, objectives should be periodically restated, perhaps every five years, to reflect any changes that the constituency has deemed essential.

Once the institutional objectives have been promulgated, the smaller academic units should then develop their own statement of objectives. These will clearly be reflective of individual interests but overall should probably include the major philosophical elements, problems and general objectives of their fields. Obviously, such departmental or other unit objectives will usually have budgetary parameters. In spite of this, however, these objectives should include projects for which external funding will be necessary. Certainly such objectives will help to keep a constant flow of new ideas into the unit and keep it actively functioning.

Ultimate objectives set forth by an institution should set the tone and philosophy for any of its subordinate units. The objectives may vary from institution to institution depending on the levels of degrees it awards, the individuals it serves, its location and numerous other factors. Departments or other sub-units must use the institutional goals as a base for delineation of their own objectives. These departmental objectives may also need to be reflective of the goals of the major sub-units of a collegiate institution such as schools or divisions.

Once the higher units' goals have been set, then department objectives can be formulated. Subsequently individual faculty members may then set their own objectives.

Departmental Objectives

Objectives in Health Education departments are likely to center around several major elements. These are:

1. Students
2. Curriculum
3. Service to the College
4. Service to the Community

Departments of Health Education usually have a selected number of undergraduate and graduate majors and a much larger number of students taking elective courses. Objectives for non-major students would presumably center around the fulfillment of objectives concerning health education per se: for example, the active promotion and understanding of comprehensive wellness and prevention of health problems. In addition, students in any health course should have the opportunity for rigorous development of such basic skills as reading, writing and research.

Departmental objectives for majors should certainly include all of the above. However, since the health major students are being trained for active involvement in the health field, other types of objectives are certainly in order.

First, students wishing to enter a health education department should be carefully screened. In most schools the process of admission into a teaching program is likely to be selective. Similar screening does not usually occur for non-teaching majors. Since one of the critical and ultimate evaluations of any department is the quality of

the students it graduates, it would behoove a department to be as selective as the institution may allow at the time of admission to the major.

The standards set up for this selection process should be rigorous, but they should not apply only to minimal grade point averages. The extent of qualitative and creative participation in service to community and college should also be taken into account.

Another departmental objective should be the active recruitment of students. This recruitment should involve not only students from the college but from secondary schools and junior colleges as well. If a college primarily attracts a local or regional clientele then faculty should go out into these schools and visit with potential students. This might easily be done when departmental faculty go into the schools to observe currently enrolled students engaged in practice teaching.

Once students are accepted into a department, there should be a major emphasis on their advisement. Advisement procedures should be well defined and communicated to both faculty and students alike. Such advisement should be integrated with the exploration of career objectives and opportunities and be part of a field study segment.

Students should also be encouraged to participate actively in a department. Not only should they be given opportunities to evaluate faculty, be part of the curriculum committees and members of local and national student groups, but they should also play an integral role in faculty research and other professional activities. This participation should not be limited to currently enrolled students but should extend out to include alumni as well. Alumni can provide important

feedback on how well they were prepared by the department for their positions in the health field, and they can provide specific information on available job opportunities.

Finally objectives concerning students should involve national testing of health science seniors in order to provide some feedback to the department on how good their preparation is. In addition, opportunities should be available for various types of information exchange. Meetings with other colleges' Health Education Departments could be very helpful in providing different perspectives for students on the field in general.

Curriculum objectives for departments of health education should primarily reflect the needs of the community and society. Consequently they should be directly tied in with the job market. In order to do this, it is essential that professionals from the health community be brought in for consultation with curriculum committees.

Because community and societal health needs are likely to constantly change, the curriculum should be continually re-evaluated. In order to do this, it is suggested that a national health science curriculum registry and exchange be set up. This would allow for continuous availability of new curriculum ideas to those involved in the field.

Although health science curricula are going to vary based on individual department needs and objectives, there are some general concepts that should be included in all programs. First, any program should be flexible enough for individaul career planning. Second, the curriculum should be both content and process oriented. Third, because health science is multidisciplinary, the curriculum must include courses from those disciplines which contribute to both content and

process areas. Fourth, health science curricula must provide a set of field experiences that allow a student to clarify his career goals, provide some real-life training and gain entree into a job network. Finally there should be at least one course that has a general enough heading to allow an individual member to experiment with new ideas, issues, or methods and does not require approval of the curriculum hierarchy. Such a course might be entitled, "New Concepts in Health Education", "General Seminar in Health Education", or the like.

Departmental objectives concerning service to the college community offer considerable opportunities for faculty development without going beyond the confines of one's institution. By considering the campus as a health community, departments can offer a wide variety of health related services that can allow a faculty to experiment, develop and learn a great deal in their field. The objectives that can be formulated should center around screening, education and counselling.

One very popular method of providing a health education service to the college community has been through the use of health fairs. Unfortunately, health fairs often provide information and screening but little educational or medical follow-up. When such follow-up does occur, health fairs can provide a substantial service.

A better model than a once a year health fair might be a continuing education and screening program. Resources and attention might be paid mostly to very specific problems of detection and prevention. The major cardiovascular risk factors (smoking, high blood pressure and lipid levels), breast, cervical and colorectal cancers, and glaucoma might be screened for. In addition, continuing family planning services,

VD screening (particularly for asymptomatic gonorrhea), and others may be appropriate. Not only should programs and information be located at student centers and the like, but outreach programs where health educators go into dormitories might be particularly appropriate. A service referral agency in which individuals who suspect they have other kinds of problems could be easily set up. Emergency medical procedures should be taught as an ongoing element of any overall program. Procedures like cardiovascular resuscitation and the Heimlich maneuver should be brought directly to individual offices and taught to small groups at a time. Whatever services to the college are made part of the objectives, it is certain they should be well planned and coordinated. Allowance must also be made for continuous follow-up and evaluation.

Departmental objectives relating to the community that surrounds the institution can take a variety of forms. Certainly many of the kinds of service activities offered by the college can also be offered to the outside community. In addition, adult education programs relating to health promotion and prevention could become an integral part of a department's program. Programs to combat particular health problems could be attempted giving particular attention to the critical problems of our times such as teen-age pregnancy, smoking, drugs and alcohol abuse. Consultant services could be offered to schools and community organizations in terms of evaluation, program planning and program development. In addition, the community offers opportunities for research in experimental educational programs that could be of substantial benefit for faculty development.

Individual Objectives

Individual objectives must generally follow from institutional, sub-unit and departmental objectives. If the individual has objectives that are not reflective of the higher order objectives, then he is likely to find himself in difficulty when evaluated. Individual objectives, however, must allow for creativity. Therefore, it would be most appropriate for an individual to discuss his major objectives with the department head and others who may be involved in his evaluation. In fact, in some institutions individuals actually enter into a contract which includes a budget with the department.

In setting his major objectives, the individual should thoughtfully develop both long-range and short-range items. He must ask the question, "Where do I want to be tomorrow, next month, next year, five years from now, etc.?" He should also set his objectives in terms of what his institution says is minimally acceptable for reappointment or subsequent tenure. Furthermore, he should determine what his maximum possible accomplishments might be. This could be his MAMP (Minimum Acceptable-Maximum Possible) range. If he perceives that his MP is greater than the institution's MA, then his objectives are appropriate. On the other hand if he perceives his MP to be less than the institution's MA, he must then reset his objectives or expect to look for another position. Furthermore he must set both quantitative and qualitative objectives. Obviously it is much easier to set quantitative objectives than it is to set qualitative ones. This issue will be addressed in the Evaluation section of the paper.

Once the individual's short and long range objectives are delineated,

it is essential that he break down each objective into the specific things that will be required in order to achieve that objective. For example, if an individual wants to be a member of a certain all-college committee, he must set down the specifics of what is required in order to become such a member. If a person wanted to write and publish an article then he must specify all the details necessary to achieve this goal.

In addition to setting all these lower order objectives, the individual should list all the things he wishes to accomplish in a given time period. Ideally this should be done on a daily basis but weekly, monthly or other time frames may work quite well. At the conclusion of these time periods the individual should compute his Objectives Efficiency Rating (OER). This would be done by computing the percentage of both lower order and higher order objectives completed within a certain time frame. If one sees that he has only completed 50% or the lower order objectives required to complete the higher order ones then it follows that he is unlikely to fulfill his overall objectives. Consequently he should be able to recognize that his position may be in jeopardy as a result.

EVALUATION OF FACULTY

One of the most controversial of all elements of faculty development is probably the process of evaluation. When a person gets evaluated, how he gets evaluated and who does the evaluation are questions that make for difficulty in evaluation. In order to make this process less difficult, less controversial and less threatening, a number of elements may be possible. First, specific evaluation criteria

must be set up by the department in conjunction with other units of the college. If the final authority for evaluating someone is the Board of Trustees, then that board should provide some specific guidance for evaluation. In addition, other sub-units of the institution where evaluation occurs should delineate criteria. Once this coordination occurs, then departmental criteria should be specified and clearly stated to those being evaluated. Quantitative and qualitative evaluation criteria at least should be delineated. Personal criteria such as ability to get along with others may also be appropriate.

Second, once the criteria have been specified, individuals should be required to make a self-evaluation relative to the criteria set forth by their institutional unit. In addition, well before a person is evaluated, he should have an opportunity to discuss this self-evaluation with someone who is non-threatening but well versed in the criteria, functioning and politicalization of the evaluating units. Some sort of evaluating ombudsman is needed who can tell the individual where his strengths and weaknesses are, how he can go about improving his performance and who can direct him to others who wish to resolve similar problems.

Third, national norms are required for accurate evaluation of individuals. These norms should help to standardize the answers to such evaluative questions as these: What do other people around the country do in their schools and departments? How is their work on committees evaluated? What have these individuals written - articles, books? Who has published these writings? How much research have these individuals conducted? What have they done for their community

in related service work? If such norms were available, they would help to establish criteria to allow for more objective evaluation. They would also be helpful in setting appropriate goals and objectives.

Fourth, evaluation by students is essential. There are, however, considerable difficulties with their evaluations. Often they are popularity contests; they occur during a semester rather than at the end of it; and they do not include a determination of how well objectives were achieved or how much students actually learned in a course. Consequently one must be especially careful in interpreting student data. National norms would certainly be helpful in making adequate evaluations of any individual. Such norms would require a national standardization of student evaluation criteria and questionnaires.

Fifth, evaluative criteria should include every facet of an individual's academic life and include both quantitative and qualitative measures. It is unfortunate but on some occasions the work of individuals is evaluated more on quantitative than on qualitative measures. Questions are asked such as, "How many committees has one served on?" rather than, "How effective was that person on a given committee?"; or "How many papers did one publish?" rather than, "How good were the individual's papers?".

Sixth, the individuals who do the evaluating should include those from inside as well as outside the department. In cases where tenure or evaluation after tenure is concerned, individuals from outside the institution itself should be consulted. It is essential that evaluations be conducted not only by one's friends, whose evaluations may be subjective, but also by individuals whose objectivity will not be questioned.

Seventh, it is essential that individuals who are being evaluated be interviewed before the actual evaluation is done. This would allow for clarification and explanation of any facet of a person's work in addition to giving that individual an opportunity to present his case in the light that it may properly deserve. It is also critical that after an evaluation is written, an individual have an opportunity to examine it and to be able to offer a rebuttal if necessary.

Finally, the evaluation process should be cohesive. The first evaluation should be on the same basis as subsequent evaluations so that proper comparison can be made. Different evaluators should be involved in the process each year so that a number of points of view can be obtained. Furthermore such points of view should be submitted separately to the final authority so that politicalization may be kept to a minimum.

THE REWARD SYSTEM

The reward system in higher education is rooted in the time honored tradition of academic rank. Unless one goes into administration, individuals may only get two promotions in their entire working careers; from Assistant to Associate Professor and from Associate to Full Professor. Although this rank system is coupled with tenure, some individuals with such few promotional opportunities and requirements for productivity tend to become complacent. This is one reason that faculty development schemes are becoming so predominant in higher education.

In addition to the archaic, although accepted, rank and tenure system, faculty salaries are often quite low relative to other professional positions requiring similar training. In some institutions pay increases

are based strictly on merit. This alienates many. In other institutions, pay increases are based mainly on time in the job which alienates many others.

The reward system in higher education is integrally related to faculty development. Why would any faculty member strive continuously in his position when he is so limited by salary, rank and merit increases? Seldom in our supposed meritocracy do we provide so little material incentives for individuals to be creative, innovative and hard working as we do college faculty. Yet many college faculty members are indeed creative, innovative and hard working. Why? Is it because of absolute dedication to learning, to students, to institutions and to freedom of thought?

Rather than attempt to change a system that has been in order for centuries, it is probably best to try and work within the present system of rank and tenure. Individual departmental faculties can set up their own reward system that is over and above those already in use by their institution. Once this concept is accepted, then the reward system can be integrated much more fully into any faculty development program. Some suggestions might include both financial and non-financial rewards.

Financial Rewards

Individual members of a department might each put up a certain amount of dollars per year in order to reward those individuals who do the most in selected categories of achievement, especially those on which evaluation will be based. Other possibilities include getting grant money for rewarding those who achieve the most in evaluation categories. The possibilities in this area are far ranging although

the actual dollar amounts are likely to be small.

Non-financial Rewards

If financial awards are not feasible, then other kinds of non-financial rewards are indeed possible. Certificates of excellence could be given to faculty for achievement in certain areas. These certificates could be awarded by the department, by an outside evaluating body or by students. Preferably these awards would be keyed to categories used in evaluating individuals, such as teaching, service to the college or community or professional and scholarly achievement.

Another type of non-financial award could relate to giving release time for certain things of particular interest. While some schools give release time as a matter of course for research or other things, this suggestion involves no institutionally granted release time. Instead each faculty member might "offer" one or two of his work credits each year for that individual who has been awarded the time to carry on some special project. Another possibility for a non-financial reward is for a department to set up special titles for individuals who excel in certain areas. For example, a department might confer an honorary chair for one year to that individual who has rated highest in excellence to teaching, community service, college service, or professional accomplishments. Such an award might be tied in with a grant for that person to continue a specified piece of work for a certain period of time.

It is quite clear that the above suggestions are only a few of the possible types of reward that could be provided in the name of faculty development. The acceptance of the concept that individual departments could provide such rewards and consequently be greater masters of their own development is the critical point.

COMMUNICATIONS AND ADMINISTRATIVE PROCESS

Two particularly important considerations in any faculty development scheme are communications and administrative process. A good communications system and good administrative process are integrally related and are processes which will make all other elements of the development scheme cohesive. These should allow every faculty member to know what is going on professionally both in and outside the institution and indicate the mechanics of all activities that may affect him. These two should provide opportunities for those kinds of discourse that will maximize the faculty development process and in fact be an integral part of it. It should be a group effort in which the emphasis is on maximizing every individual's capabilities and opportunities. It should also provide constructive, positive suggestions for individual improvement and development.

The administrative process and communications system utilized by a health education department for all facets of its workings will significantly affect any faculty development scheme. The following are some suggestions that perhaps can maximize the effectiveness of both of these.

1. Departmental Handbook - A departmental procedures handbook which would outline such things as the hiring of faculty, methods of operation for all committees, purchases of materials, ordering of films, selection of departmental and committee chairmen, evaluation process and the like are an absolute necessity in any department. Care must be taken that every element of what goes on in a department is clear, follows a logical, cohesive pattern and is acceptable to

the majority of a department. Furthermore care must be taken to see to it that procedures are followed at all times as well as to periodically evaluate these procedures for effectiveness.

2. Departmental Calendar - A departmental calendar should be developed and placed in an appropriate place at the outset of each semester or year. This calendar would indicate the dates of all departmental committee and group meetings, when important material must be submitted and other things that may be important to the faculty members. The latter might include dates of film showings, when guest speakers would be appearing, community health services and the like.

3. Departmental Newsletter - A newsletter for faculty, students and alumni would be an excellent tool. This newsletter could apprise the readers of departmental, professional and personal happenings and could provide dialog for major health educational issues, alumni news and job openings.

4. Colloquia - At least once per year each faculty member should give a colloquium relating to his present research, community programs or other health related activities. In addition, faculty from other departments and other institutions should be invited to give seminars relative to their expertise or research in health education or related activities.

5. Faculty Publications - All papers written by the departmental faculty, published or unpublished, should be made available to all the members of the faculty.

6. Departmental Library - A list of all media, books, journals, etc., owned by or available to the department should be periodically listed.

7. Events for Faculty Development - The department should maintain and post a list of activities helpful for faculty development. These might entail seminars on grants, writing for publication, professional meetings of interest and so forth. If no such activities are available on campus, then they should be initiated by individuals in the Health Education Department.

8. Personnel - A bulletin board that gives pictures and a brief resume of all departmental faculty should be maintained. In addition, an institutional yearbook with pictures of all faculty, indexed by department and faculty areas of interest, should be published as a basis for cross-communication with other members of the institution.

9. Meetings with Students - At least once a year all faculty as a group should meet with departmental majors to discuss procedures, requirements and other activities. There should also be yearly meetings in which the honors conferred on both students and faculty by the department will be awarded.

10. Special Faculty Meetings - Each year the entire faculty should meet for a set period of time away from the campus to plan and discuss departmental objectives, to present and analyze individual objectives and to socialize in general.

11. Informal Exchange - It has often been said that more productive and creative activities occur informally than in formal meetings. While the very nature of informal implies a lack of planning, certainly periodic coffee hours, informal luncheons and special places for faculty to meet would be appropriate. In addition, some informal mechanism for those who may be having problems with any aspect of their evaluation should be available.

CONCLUSION

In conclusion, this paper has suggested a model for continuous faculty development in Health Education which centers around:

1. Setting of Objectives
2. Evaluation of Faculty
3. The Reward System
4. Communications and Administrative Process

Each of these is interrelated in a variety of ways but the most critical elements for making the model work are the communications system and the administrative process. They make the model cohesive and provide for congruity between all order of objectives, evaluation and rewards.

From the individual, department and institutional standpoint, the model requires continued, meaningful interaction and coordination between each other. It requires that the institution, its sub-units and department clearly state its evaluative requisites, and in turn it requires the individual faculty member to formalize what he wants and needs to do. Furthermore the model suggests a mutually advantageous professional educational interface with the community and society. Finally it places responsibility for faculty development on all individual segments of the institution and calls for every one to aid in the process and not fall prey to the common accusation of internecine warfare that is often placed on college faculty.